
**Tennessee Teacher Licensure Standards:
Theatre K-12**

The Background:

Tennessee currently licenses teachers in the following areas of visual and performing arts: visual arts K-12, vocal/general music K-12, instrumental/general music K-12, theatre K-12 and dance K-12. The proposed standards for teachers of theatre revise standards last approved by the Board in 1989.

An Ad-Hoc Committee on Theatre Licensure, comprised of teachers, administrators and teacher educators, developed the proposed licensure standards. A list of committee members is attached.

The proposed standards are consistent with Tennessee Curriculum Standards in Theatre and with the Interstate New Teacher Assessment and Consortium (INTASC) standards for specialists in the arts.

The proposed standards would become effective for candidates seeking licensure no later than September 1, 2010.

The proposed standards were presented to the Advisory Council on Teacher Education and Certification for review and were posted on the Board's web site and circulated to education constituency groups for review and comment prior to the Board's meeting in August.

The Recommendation:

The Advisory Council on Teacher Education and Certification recommends adoption of the proposed standards on final reading. The SBE staff concurs in this recommendation.

**Tennessee Teacher Licensure Standards
Theatre K-12
August 31, 2006**

Introduction

Tennessee supports theatre education preparation programs for grades kindergarten through twelve that enable teacher candidates to meet the needs of all students in theatre programs. The performance standards provide guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge, as well as the personal dispositions necessary to be successful as theatre educators. Teaching theatre is a lifelong undertaking that is initiated in college course work, refined in field and student teaching experiences, and enhanced during professional teaching.

The intent of these performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, theatre content, and a variety of field experiences to ensure teacher candidates meet the following standards.

Content Standards

Standard 1: Theatre Knowledge and Analysis

Candidates understand, analyze and apply the concepts of theatre styles and genres, literature and dramatic structure, history and culture, research, and media in creating sequential developmentally appropriate learning experiences for theatre students.

Supporting Explanation

- 1.1 **Theatre Styles and Genres.** Candidates demonstrate a strong foundation of knowledge in classical and contemporary theatre styles and genres in both performance and design.
- 1.2 **Literature and Dramatic Structure.** Candidates read and examine a broad range of American and world dramatic literature and use dramatic structure in the analysis of plays.
- 1.3 **History and Culture.** Candidates demonstrate knowledge of historical and cultural aspects of theatre.
- 1.4 **Research.** Candidates research by evaluating and synthesizing cultural and historical information to support artistic choices.
- 1.5 **Media.** Candidates demonstrate knowledge of the use of film, television, electronic media, and computers in instruction, performance, design, and program management.

Standard 2: Theatre Creation and Production

Candidates understand and apply the concepts of theatre creation and production through acting, directing, design, technical theatre, script creation, creative drama, and stage and business management.

Supportive Explanation

- 2.1 **Acting Techniques.** Candidates demonstrate various methods, approaches, and techniques used in the art of acting including improvisation, character development, scene study, creative movement and combat, voice and diction, and classical and contemporary acting methods.
- 2.2 **Directing Techniques.** Candidates use the various methods, approaches, and techniques of directing, when they select material, conceptualize, audition, cast, block, rehearse, and evaluate.
- 2.3 **Design Techniques.** Candidates apply various methods, approaches, and techniques used in the art of design. They coordinate design and technical aspects of stage productions, including scenery, lighting, make-up, sound, costumes, properties, media, and emerging technologies.
- 2.4 **Script Creation.** Candidates demonstrate various methods, approaches, and techniques in script creation.
- 2.5 **Creative Drama.** Candidates apply various methods, approaches, and techniques in creative drama such as storytelling, puppetry, and improvisation.
- 2.6 **Stage Management.** Candidates demonstrate various methods, approaches, and techniques in stage management.
- 2.7 **Business Management.** Candidates demonstrate basic business and managerial skills, including the development of budgets and procedures for business office, box office, house management, public relations, and audience development.

Standard 3: Response to Theatre

Candidates plan and provide instruction that empowers students to respond independently to theatre through the use of analysis, interpretation and evaluation.

Supporting Explanation

- 3.1 Candidates use the theatre experience to encourage students to engage in critical thinking and problem solving.
- 3.2 Candidates assist students in exploring aesthetic and philosophical issues related to theatre.

- 3.3 Candidates assist students in forming and justifying evaluative judgments about theatre. They provide the theatre vocabulary for making meaningful interpretations.
- 3.4 Candidates understand the power of theatre to act as a cultural force for reflecting, interpreting and changing social values.
- 3.5 Candidates help students to understand and make connections between theatre and meaning in their own lives.

Standard 4: Instruction

Candidates plan and provide comprehensive sequential curriculum and instruction that is developmentally appropriate; they create an environment that is physically and emotionally safe and appropriate for the discipline and that encourages active engagement in learning.

Supporting Explanation

- 4.1 Candidates inspire and develop the imagination of students. They create an environment that is conducive to creative thought and activity.
- 4.2 Candidates design, implement and assess learning experiences, which use both organized and intuitive thinking and which draw upon students' interests, needs, self-awareness and personal experiences.
- 4.3 Candidates teach and apply the principles of creative drama. They integrate creative drama in other academic disciplines.
- 4.4 Candidates understand and utilize other arts disciplines in theatre.
- 4.5 Candidates implement group processes to create ensemble playing and collaborative theatre experiences.
- 4.6 Candidates implement effective behavior management strategies appropriate to the theatre classroom that maintain and sustain a positive learning environment.
- 4.7 Candidates impart to students appropriate audience behavior.
- 4.8 Candidates demonstrate the ability to plan and manage an effective theatre program including materials, time, spatial organization, budget and acquisition of appropriate resources.
- 4.9 Candidates formulate a rationale for and philosophy of theatre education and the ability to articulate the rationale to students, colleagues, administrators and parents.

- 4.10 Candidates demonstrate the ability to counsel students on professional issues, career opportunities and competencies required for college entrance.

Standard 5. Reflection, Professional Development and Leadership

Candidates pursue lifelong learning through reflective practice, research, professional development and participation in theatre.

Supporting Explanation

- 5.1 Candidates demonstrate awareness of national developments in education and theatre curricula and of traditional, current and innovative instructional methods and materials.
- 5.2 Candidates demonstrate knowledge of state, regional and national theatre organizations that serve as outlets for faculty and student participation.
- 5.3 Candidates demonstrate an understanding of laws and ethics including censorship, copyright laws and unions.
- 5.4 Candidates assess community needs and values in developing a theatre program.

Program Implementation Standards

- 1. The program of study in theatre education enables teacher candidates to meet the performance standards specified for core studies in theatre knowledge and application and teaching theatre appropriate to grades kindergarten through grade twelve. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major. It is understood that institutions may require more than 120 semester hours for the program in order to meet the standards of national professional organizations.
- 2. Candidates in theatre education complete a major, consisting of courses offered primarily by faculty from arts and sciences disciplines. The major includes in-depth study of one or more fields, provides candidates the opportunity to demonstrate the integration of knowledge across the disciplines, and promotes an understanding of the processes of inquiry and research. Enrollment in such a major is open to students who are preparing for licensure in theatre education and to students who are not.
- 3. Institutions of higher education provide opportunities for teacher candidates to acquire the knowledge and skills applicable to the elementary grades where an emphasis is on creative drama through the secondary grades where the emphasis is on both theatre process and production.

4. Institutions of higher education provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates observe, assist, tutor, instruct or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.
5. Teacher candidates have field experiences (not necessarily student teaching or internship) in elementary, middle and secondary grades. If it is not possible to find theatre field experiences in elementary and middle grades, institutions may substitute field experiences in other performing arts areas (music and dance) in schools, provided that there is adequate supervision by a qualified teacher. Candidates have experiences in settings including students with special needs and, if possible, have experiences in pre-kindergarten settings.
6. Teacher candidates have student teaching or internship experiences at the elementary (K-6) and middle and secondary (7-12) grade levels. If it is not possible to find theatre student teaching or internship opportunities in theatre in elementary grades, then the entire student teaching or internship experience may be at the secondary level.
7. Institutions provide opportunities for candidates to develop performance capabilities in theatre. Teacher candidates complete a significant technical, design, management or performance requirement that is reviewed by the teacher preparation institution.
8. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Model Standards for Licensing Classroom Teachers and Specialists in the Arts: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (INTASC, 2002); Tennessee Curriculum Standards in theatre; and national standards in the content area.
9. These standards become effective for candidates seeking licensure no later than September 1, 2010. Institutions will submit standards for conditional approval no later than June 1, 2007.

Ad-Hoc Committee on Theater Licensure 2006

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